

INCLUSION OF VIETNAMESE WITH DISABILITIES

Progress Report # 14 Submitted July 30, 2010

USAID Cooperative Agreement #486-A-00-05-00019-00

Award Recipient: Catholic Relief Services

Reporting Period: April – June 2010

Section 1 – Program Performance Summary

In the third quarter of FY 2010, CRS completed all project activities of inclusive education in project provinces of Quang Nam and Ninh Binh, the piloting of IE secondary model in 9 secondary schools, and policy mainstreaming and capacity development at national level. As of June 30, 3,101 CWDs (girls with disabilities account for 47%) has been enrolled in preschools, primary and lower secondary schools in 6 project districts of Quang Nam and Ninh Binh provinces.

CRS and the Department of Secondary Education, Ministry of Education and Training completed piloting the inclusive research model for lower secondary education with nine pilot schools in Ninh Binh and Quang Nam. The model was very successful and has strong impacts on (1) changing awareness and attitudes of schools and community, (2) establishing an inclusive environment in secondary schools, (3) establishing a model of support room to enhance supports and interventions for CWD, (4) building resources for inclusive education, (5) improving teaching methods, (6) enhancing profiles and data of CWDs, (7) providing basic vocational orientation for CWDs, and (8) strengthening community involvement. In total, as reported by MOET research group, 149 CWDs at lower secondary level received support, 234 friend groups were developed, 622 teachers and 140 managers have been trained. At national level, MOET recognized this research model as a good initiative and decided to expand this model to 63 provinces under another MOET's project.

CRS and MOET completed all activities set in the implementation plan. MOET preschool department completed the hands-on activity booklet for preschool teachers and printed 10,000 copies for nationwide distribution. MOET higher education department completed 2 curriculums of IE management and IE integrated curriculum. During June 2010, CRS collaborated with Hanoi Institute of Educational Management to pilot introducing the IE management curriculum to 68 educational managers in 10 provinces. This training provided educational managers with general knowledge of IE and fundamental skills and knowledge of IE planning and management at school level.

Also at the national level, CRS collaborated with NCCD to organize a media training workshop on disability to raise awareness of media reporters on the rights of PWDs as well as the use of proper disability terminology and language. Representative from various DPOs participated in this training and shared their views and experiences with media reporters. 50 journalists and reporters from 32 national-level media agencies and 10 provincial radio and television agencies in the North Region participated in this training.

ITTP program went smoothly in both Hanoi and Ho Chi Minh City. By 30 June 2010, there are a total of 187 PWD graduated from ITTP long-term training programs both in VLU and ESTIH, in which 137 has job replacement (73.2%). 46 additional students of long-term courses SE4 (certificate granted by NIIT) and General IT Management certificate granted by ESTIH will graduate in late July 2010. The employment rate is reduced compared to the

previous quarter since the students of AED course # 2 just completed their training program on June 15, therefore job placement rate is low for these new graduates.

During this quarter, 15 persons with visual impairment (VIP) and 14 persons with hearing impairment (HIP) completed their short-course training in basic IT skills in both ESTIH and VLU. As of June 30, 165 VIP and 49 HIP completed their short-course training in both ESTIH and VLU programs.

During this quarter, Van Lang University contributed \$18,694 and the Hanoi College of Information Technology (HCIT) mobilized \$7,359 in the form of direct support to students, awards to students with high academic results, support for job linkages among other shared costs. Cumulatively, the ITTP local cost share of \$392,793 exceeded the agreed budget. ITTP Hanoi continued to receive numerous visitors from USAID, local and international employers, and other international NGOs.

CRS faced no major obstacles during this reporting period in implementing the IVWD project. However the planned development of website to facilitate IE professionals sharing knowledge and establishing an on-line library were not implemented because CRS could not find an appropriate implementing partner who is able to maintain the website sustainably. CRS will need to consider to use CRS own costs for implementing this activity later when CRS is able to identify a good partners for this activity.

Section 2 – Key Issue Achievement Narrative

<i>Key Issue: Civil Society and Community Mobilization</i>
<i>Narrative:</i>
<p>Through meetings and discussions with businesses which recruited ITTP graduates, we recognized a big change in employers' attitude toward PWD employee. ITTP graduates' employers include government, private companies, joint-stock companies and foreign invested companies. Almost all employers of ITTP graduates said they are happy with their PWD staff and some are impressed with both technical skills and soft skills that our student learned through the training programs.</p> <p>The project has seen significantly increased involvement of businesses both international and Vietnamese (including businesses run by Vietnamese American people) in providing equal employment opportunities to PWDs.</p>

<i>Key Issue: Local Institutional Capacity Building</i>
<i>Narrative:</i>
No typical change during this reporting period

Section 3 – Program Achievements in FY 2010

Project activities implemented during the third quarter of FY 2010 are described below grouped by strategic objective (*pls refer to the implementation plan review attached*):

SO 1: Primary Education for Accessibility in Education

Continuing its active role in promoting inclusive education in Vietnam, the Department of Primary Education organized a national workshop on accessibility in inclusive education on 22 June. 43 leaders, specialists from MOET, Ministry of Constructions, MOLISA and

participants from 9 provinces (Hanoi, Hoa Binh, Thai Nguyen, Hai Duong, Quang Ninh, Ninh Binh, Quang Nam, Da Nang, and Ho Chi Minh city), representatives from disability groups and INGOs participated in this workshop. During the workshop, participants raised the importance of coordination and cooperation among different sectors of inclusive education. MOET, Ministry of Constructions, MOLISA analyzed the situations of accessibility in education both in terms of opportunities and conditions to support CWDs in schooling. Participants contributed fruitful opinions and recommendations for improving accessibility in term of educational contents, methodologies, facilities as well as infrastructure and other social supports. Department of Primary Education compiled results from this workshop and referred it to MOET Steering Committee for further actions and follow-ups. The workshop also provided a book about standard designs and construction for PWD to each participant so leaders at national as well as provincial levels can reference it in the future.

SO 1: Lower Secondary Inclusive Education Model Development

To complete the pilot of lower secondary inclusive education model, CRS and MOET department of secondary education worked with two provinces of Ninh Binh and Quang Nam to facilitate direct support activities at school level, and collected initial results from the pilot to submit to MOET.

- On 28-29 June, Department of Secondary Education organized a final workshop with participation of 69 people to share out the model's structure and results. Vice Minister Tran Quang Quy, former Vice Minister Dang Huynh Mai, many other leaders and specialists from MOET, and Ninh Binh and Quang Nam provinces participated in sharing ideas, listening to the assessment from specialists and evaluating the results from this model. This model was considered as a successful initiative and MOET will continue to expand the pilot to all 63 provinces.
- During April and June, the research group finalized a manual to introduce the model and printed 500 copies for distribution to relevant participants and specialists. MOET worked with VTV1 to produce a 30 minute film on Inclusive Education for lower secondary education which was aired twice on TV on 27 June (4pm) and on 29 June (10 am). This film was aimed to raise awareness in communities about the great need of educational opportunities for CWDs at higher level.
- At the national level, CRS and MOET focused on supporting and directing the 2 provinces and 9 pilot schools to complete the model activities in life skills training, vocational orientation, peer groups, advocacy, awareness raising etc. The research group developed instructions for each theme and trained core teachers and support staff in Quang Nam (during 4-8 May) and Ninh Binh (during 14-15 May). Thus the two provinces have all necessary techniques and materials for implementing this project according to the MOET's sustainability strategy.
- During this quarter, CRS worked closely with two provincial DOETs to conduct a survey of vocational training and employment needs of 160 CWD at grade 8,9, 11 and 12. Children, parents, teachers, community representatives, managers of businesses in both provinces attended workshops to discuss the importance of vocational orientation, job training on 19 June (Ninh Binh - 40 participants) and 23 June (Quang Nam - 41 participants). This activity is very significant in planning for CWDs to either continue their secondary education or attend appropriate vocational training courses so they gain skills to become productive members of the society and earn a living for themselves.

- The nine pilot schools are planning to continue with this model. MOET and CRS have collected results from the nine pilot schools. Details of the results are categorized by themes as below:

Direct support for CWDs	- Schools provided enhanced support to 9 CWD and 1 child with difficulty as case study for this research. Children profiles, lesson modification were made. There were 6 individual in-depth health checks for selected cases depending on types of disabilities and needs. Together with other CWD in schools, teachers organized individual tests for 6-7 subjects (Maths, Literatures, English, arts, geography, biology and/or technology). Each schools organized regular individual class or group consultation every week for CWD in support rooms and put it into school plans. One special case of a child with hearing impairment and language difficulties (Hoang Cong Hau) was supported with a computer to facilitate his learning.
Teaching methods	Teachers at 9 pilot schools developed 57 initiatives on teaching and supporting CWD in different subjects, life skills and management of the model.
Peer group	This period, 9 schools continued peer group activities every week. 5 new groups were set up so the total number of peer groups reported by MOET is 234. At the end of last school year, each school reviewed its peer groups and rewarded the best peer groups with prizes. Prizes were typically stationeries for their activities during the summer and for the new school year.
Vocational orientation	Each schools organized a vocational orientation workshop at commune level for 15 people each (teachers, parents, community leaders and representatives) Over 125 sessions of vocational orientation and training for CWD were reported by school level
Life skills	Each schools developed life skills lessons based on the instruction by MOET and CRS. On average 4-5 life skill topics were introduced to CWD. These topics include: recognizing the “self”, daily activities, communication and community integration, self protection, and specific skills that apply to different types of disabilities.
Awareness raising activities	All schools put inclusive education as a regular agenda for the school’s weekly meeting when all teachers gather for drafting the school’s weekly plan. Some schools organized special meetings for inclusive education (Yen My school – 17 May, Nguyen Van Troi – 9 Jun)
Parents and community involvement	Continuing from previous quarter, parents and community members actively supported CWD in schools. In this quarter, 4 meetings for parents and community members were organized at Ninh Binh and Quang Nam. Other schools had already conducted similar meetings in earlier months.

SO 1: MOET Higher Education Component

During this quarter, CRS and MOET Higher Education Department worked closely with

Hanoi Institute of Educational Management (HIEM) to finalize the IE management curriculum. After that CRS worked with HIEM to organize a 7-day pilot training on IE management. HIEM invited 10 trainees from each of the 7 Northern Provinces of this pilot. Each province's invitees included 1 provincial DOET officer, 1 district BOET officer, 4 primary-school administrators, and 4 special school/institution managers. In total 68 educational managers attended this training which was facilitated by specialists from National Institute of Educational Sciences and HIEM. Trainers and specialists selected three modules out of seven modules, which include 2 compulsory modules and 1 optional module, on IE management for primary education level. Participants completed the training and module tests in order to get certificate from HIEM. According to the test results, 58 trainees (86%) achieved Very Good test score, 10 trainees (14%) achieved Good test assessment. At the closing ceremony on 27th June 2010, all of 68 trainees received certificate for IE management training course completion issued and signed by HIEM Director. Another objective of this training is to get comments and practical inputs from educational managers to the IE management curriculum through feedback forms. CRS collected these comments and will work with specialists (writers) under supervision of the HIEM and Educational Publishing House to incorporate the comments in to the curriculum and print the revised version.

CRS has contracted Educational Publishing House for editing and printing 10,000 copies. CRS will distribute this publication to 64 DOETs and 20 teacher training colleges and universities nation-wide. Like the previous efforts by CRS in providing training on IE for all 64 DOET staff and intensive training for lecturers of teacher training colleges and universities nation-wide, the dissemination of this IE management curriculum will help to support the implementation of IE across Viet Nam.

SO 3: Disability Policy

Collaboration between CRS and NCCD continued through several joint activities such as the workshop for national journalists on disability sensitivity in April and the workshop for dissemination of IVWD final evaluation report in May.

On the occasion of the National Day for Vietnamese People with Disabilities, 18th of April, under the authority of NCCD, the Labor and Society Periodical (a MOLISA media agency) in collaboration with CRS organized a two day workshop for reporters and journalists from various news agencies, print and broadcast media on disability sensitivity on 9th and 10th April 2010 in Do Son, Hai Phong with the participation of 50 reporters and journalists from 32 national-level media agencies and 10 provincial radio and television stations in the North Region. MOLISA Vice-Minister, H.E. Nguyen Trong Dam and Vice Director of MOLISA Social Protection Department and NCCD Office, Mr. Nguyen Xuan Lap attended the training and delivered the keynote speeches. The trainers who also have disabilities came from different DPOs including Independent Living Center of Hanoi, People with Disabilities, and Bright Future Group facilitated active and participatory training for the journalists. The training contents include Do's and Don'ts in working with people with disabilities, critical issues relating to the life of people with disabilities in Vietnam nowadays, and thorough understanding of accessibility issues or non-restricted society towards people with disabilities. The training also acted as a venue for journalists, people with disabilities, CRS and MOLISA staff to exchange ideas of know-how for writing about disabilities and people with disabilities. The outcomes of the training were a series of articles and news stories written by the trainee journalists on 18th of April, the Day of Vietnamese People with Disabilities. Another positive outcome of this workshop is the formation of a network of

journalists interested in disability related issues who will contribute toward raising awareness of the needs of PWD and CWD in the general public and in influential leaders.

On 21st May 2010, an one-day workshop was organized in Hanoi by CRS and NCCD for the dissemination of the findings from the final evaluation report. This workshop was aimed to promote recommendations of the IE and VTE models at the national level. 40 IVWD project partners from national, provincial and district levels participated in the workshop to hear the findings of the final evaluation and recommendations for the future.

SO 4: Information Technology Training Program

1. ITTP program collaboration with ESTIH:

In the third quarter of FY2010 the Software Engineer (SE) course at ESTIH continued with 20 students while the regular general IT management training course continued with 26 students. During this period, CRS and the two school partners focused on networking with businesses to find opportunities for either internship or employment for students and graduates.

In May 2010, in preparation for job replacement for SE students, Mr. Do Van Du contacted several IT company to introduce SE students to them and seeking potential positions in their companies for SE students. HR staff and managers from VEGA Company, Viet Nam Ebay websites (www.ebay.vn and www.chodientu.vn) and Pixel company visited SE students (ESTIH program) in May and early June to introduce their companies, working conditions and offered IT positions for SE student after graduation.

Sixteen of 26 students from the regular IT management training carried out their internship with Pixel Company, other students carried out their internship with other IT companies and government offices with the help from ESTIH. Pixel and ESTIH arranged students to complete internship at the campus # 2 which is close to students' dormitory and is convenient for students to commute to and from internship. One Pixel staff was assigned to support these student interns on Pixel projects on using Photoshop software five days a week, from 1PM to 9PM. Students who join the Pixel internship program have the opportunity to get a position at Pixel afterwards.

On 18 June 2010, ESTIH organized graduation ceremony for two short-term training courses for VIP and HIP. 15 VIP and 14 HIP received certificates of basic office computer skills such as Microsoft Word, Microsoft Excel, Internet Explorer, and Photoshop (for HIP). VIP students were trained to install and use JAWS software which reads the screen for VIP. During the graduation ceremony, CRS and ESTIH staff gave participants chances to give feedback to improve the program. In the upcoming period, CRS will work with the two school partners in designing a longer term course that will enable VIP and HIP to be more specialized and better prepared for work.

2. ITTP at Van Lang University – Ho Chi Minh City

In the third quarter of FY2010, 20 students graduated from AED course # 2 on June 15. Four out of 20 have found jobs. Van Lang University (VLU) staff are networking with different companies and government offices for job placement for these graduates.

According to a recent VLU survey of graduates' working situation, 68 out of 90 (75%) graduates from VLU ITTP have a job after graduated, which is higher than the average percentage of regular non-disabled students graduated from other programs of VLU.

At the end of June, 15 VIP completed their 3 month training in basic computer skills. VIP are very happy since they can have the basic computer skill certificate which is a prerequisite for them to attain university diploma. However, not many universities have abilities to grant this certificate; therefore the short course on basic computer skills for VIP community offered by ITTP VLU program is really significant to them.

Report on the employment status:

IDG Vietnam Venture has submitted a list of potential employers for internships for graduates of ESTIH ITTP; Vietnam Ebay, PeaceSoft, Vatgia.com, Search Portal Socbay.com, Vega.com.vn, Vietnam Telecom. These companies have express interests for providing 2 or more internship positions for both software engineering class #4 and general IT class.

ITTP graduates work from home - Pixelvn.com is a graphic design outsourcing company that has employed 6 ITTP graduates. All of them able to return to their home towns and work for Pixelvn via internet. This is a very good opportunity for our graduates with limited mobility and significant saving in housing and transportation costs. ITTP ESTIH has established good relationship with Pixelvn. In this quarter Pixelvn recruited 16 students from General IT class for internships and 10 of them have been offered employment to work from home.

Vinagame established an Internet Fund to assist the disadvantaged. To increase the level of participation from the business community ITTP VLU and CRS met and proposed with Vinagame to allocate some of this fund to support PWD of Vietnam particularly to provide scholarships to ITTP students. They also would like to cooperate with ITTP to develop assistive devices for the sight and hearing impaired of Vietnam. Additional meetings will be held to formalize these agreements.

Intel ITTP Cooperation – Senior technical consultant met with the newly appointed Intel Vietnam general manager Michael Luong to request Intel’s support. Intel is in the process of recruiting up to 3000 staff in coming years, mostly in the manufacturing area. Senior technical consultant proposed and Mr. Luong agreed to explore the possibility of jointly develop Manufacturing Engineer curriculum to train 20 to 25 PWD for permanent employment at Intel factory at Saigon High Tech Park. A delegation of CRS and ITTP VLU representative visited Intel factory on July 21st and the team agreed that this Intel factory met all US ADA standards and is the most people friendly in the world.

Hanoi College of Information Technology

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	5/08	27	23	85%
SE2	1 year	9/08	25	21	84%
SE3	1 year	5/09	25	20	80%
Total			77	64	83%

Van Lang University

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	3/10	24	23	96%
BPO1	6 months	8/09	22	16	73%
BPO2	6 months	12/09	22	15	68%
AED1	6 months	12/09	22	15	68%
AED2	6 months	6/10	20	4	20%

Total**110****73****66%****Section 4 – Indicator Results and Targets**

According to guidance from USAID, this table includes only **new** beneficiaries in FY 2010. Continuing beneficiaries, such as ITTP students who began their courses in FY 2009 or children with disabilities enrolled due to the CRS project at preschool, primary and secondary levels in Ninh Binh and Quang Nam, are not included here. A full **cumulative table of project accomplishments** to date is presented in the IVWD final evaluation report.

Standard Indicators	<i>FY 10 Results to Date</i>	
1. Number of people benefiting from USG-supported social services	208	
- # of children with disabilities in 9 lower secondary schools in IE model who receive regular academic and social support from core teachers and community groups	131	
- # of children with disabilities at lower and higher secondary schools surveyed and consulted for vocational orientation	160	
- # of students with disabilities newly enrolled in long term ITTP training in Hanoi	1	
- # of students newly enrolled in long term ITTP training in HCMC	21	
- # of students newly enrolled in short term ITTP training in Hanoi and HCMC	47	
- # of students newly enrolled in inclusive IT classes	8	
<u>Notes:</u> 35 participants with hearing or visual impairments enrolled in short-term training courses at ITTP Hanoi. However, only 29 participants received certificate because 4 persons with hearing impairment and two persons with visual impairment failed to regular attendance.		
	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
2. Number of service providers trained who serve vulnerable persons	39	105
- Educational management staff trained in IE management with Secondary Dept	42	
- Educational teacher trained in IE with Secondary Dept	42	
- Education management and teacher with Pre-school trained in thematic training (in level training districts and schools)	84	
- Education management and teacher with Primary-school trained in thematic training (in level training districts and schools)	129	
- Students in teacher training colleges trained in IE pre-service module developed with MOET Higher Education Dept	0	40
- Junior secondary core teachers receiving IE training	12	30
- Junior secondary school principals/vice-principals, district/province DOET administrators and community leaders trained in IE	0	0
- ITTP school leaders trained in IE	0	5
<u>Notes:</u> - Under the secondary model there is no training course in this quarter. Nine pilot schools are independent and active in organizing supports and cares for CWD.		
	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
3. Number of USG-assisted organizations and service delivery	4	10

systems strengthened who serve vulnerable populations		
- New businesses involved in job placement of ITTP graduates in Hanoi and HCMC		
<u>Notes:</u> As above, this table includes only new organizations/systems who were not previously counted as beneficiaries in FY 2009 or previously. See the Q4/ FY 2009 progress report for a breakdown of these organizations, most of which continue to be strengthened in FY 10.		

Section 5 – Reporting on People with Disabilities

- 1. Please describe ways in which your organization has removed barriers to the participation of PWDs in your work. Barriers may include communications, physical accessibility, employment, civil society/governance, training, etc.*

CRS advocated with ITTP partners HCIT and VLU to recruit persons with visual impairment for short term training courses as well as to increase participation of persons with hearing impairment (which was not in the original ITTP plan). With continued support from the Technical Advisor, Do Van Do, more students from ITTP in HCMC have access to international accreditation system such as ICDL and Fundamental Engineering (FE) to drastically improve their marketability following graduation.

During meetings and discussions with potential businesses for job placement for ITTP students, it is clear that businesses including international companies are open to recruit PWDs. PWDs, if they have good capacities and good soft skills, are wanted for high income jobs in a good working environment such as Vinagame or GES (Global Equipment Services)

- 2. Please describe how PWDs have been included in the planning, implementation, and evaluation of USAID-supported programs.*

CRS hired three trainers with disabilities to deliver the training for reporters and journalists on disability sensitivity issues. Ms. Nguyen Hong Ha, Ms. Nguyen Thu Thuy from Independent Living Center for Hanoi People with disabilities and Mr. Nguyen Trung from the Bright Future Group. These trainers have substantial expertise and experience in facilitating the training for different trainees on the issues of disabilities in general and accessibility for people with disabilities in particular. It is very important because no one is better placed to talk about disability sensitivity during media events, interviews with PWDs or write about PWDs than themselves. Journalists and reporters had very lively lessons learnt from ideas or stories shared by PWDs in this training.

In two workshops on vocational orientation for CWD in Ninh Binh (19 June) and Quang Nam (23 June), CRS invited 2 PWDs, Le Thi Le and Mai Anh Thong (both from ITTP ESTIH program) to share opinions and experience for leaders, teachers, parents and CWD. Their example motivated efforts of other CWD in learning and training for a job in the future. These workshops created a chance for PWD and CWD as well as their parents exchange ideas and advices with each other. Through discussions with PWD and CWD, provincial leaders and provincial policy makers from DOET, DOLISA better understood their responsibilities to support PWD and CWD to gain access to education and training. .

3. *How your organization engages in activities that include the goal of increasing the capacity of disabled people's organizations or parent organizations to provide assistance to, and advocate successfully for, the rights of PWDs? Please provide specific examples.*

CRS continued its efforts of building capacity for 15 Parent Associations (PAs) of CWD to enhance participation of parents into inclusive education. During this quarter, CRS worked with Hanoi Club of Parents of Children with Autism to invite 5 parents from Quang Nam to share experience and learn from other parents in Hanoi, Danang and other provinces. After the workshops, parents from Quang Nam have more motivation in supporting their children and networking with others. CRS will continue to work on strengthening this network in the extension phase to support parents to support their children.